

II PART

Ten CSHP Infrastructure Process Indexes with Progress Indicators

- **Elements of CHSP infrastructure development**
- **Indicators of progress toward implementation**
- **Methods for assessing progress**

USE OF PARTS II AND III OF THIS MANUAL

How is Part II organized?

Part II of this manual consists of ten booklets that provide definitions of each process element. Each booklet describes one process element and its attendant progress indicators. The descriptions define each progress indicator, provide a sense of what it means to have effectively accomplished each indicator, and establish criteria for quality.

Each booklet also includes a process index. The ten process indexes are designed as tools for self-study. Those implementing a CSHP infrastructure can use the process indexes to critique their efforts, determine their level of success, and identify areas that warrant additional effort. Each index includes explicit directions to guide completion of the self-study.

When should the self-study forms be completed?

The process indexes are not intended to be completed concurrently. In general, they describe a sequence of events consisting of process evaluation, organizational development, needs assessment, outcome evaluation, marketing and communication, legislative and regulatory change, staff development, and long-range planning. Thus, for example, assuming that these events take place during two years, the process indexes related to organizational

development (Process Elements 2 and 3) would be scored primarily during the first six months and the process index related to impact evaluation (Process Element 5) would first be scored near the end of the first year.

Why is Part II organized as a series of booklets?

Part II of this manual was purposely divided into ten stand-alone booklets to allow separate working groups or task forces to score any one process index independently without having to work through the entire manual. For example, a working group for interagency communication and marketing could periodically complete the process index for Process Element 7 to monitor the extent to which they have attained the corresponding progress indicators.

What is the role of EA/HA CSHP infrastructure directors?

CSHP directors should participate jointly or with members of an interagency working group, as appropriate, to complete all process indexes. This will allow CSHP directors to maintain a current “big picture” of the status of infrastructure implementation. More importantly, joint completion of the process indexes will help forge a stronger working partnership and allow

CSHP directors to acquire an in-depth understanding of how the program is functioning in all involved agencies. When progress indicators are scored, as a rule, the rating chosen is the one that represents the program's status functioning in the agency that has made the least progress. For instance, if a given progress indicator is in place in one agency and in planning in another, then the combined rating is in planning.

What is included in Part III?

Part III contains a Summary Process Index. CSHP directors can use the Summary Process Index to track progress toward completing progress indicators and attaining the ten process elements at specified intervals (e.g., semiannually, annually). Regular completion of the Summary Process Index will provide a broad, ongoing perspective of CSHP infrastructure development.

PROCESS ELEMENT 1: PROCESS EVALUATION

CSHP* infrastructure development activities were monitored periodically to determine the degree to which planned objectives were attained.

Process evaluation involves monitoring the degree to which planned goals and objectives are attained. The importance of conducting process evaluation is described in Part I of this manual. Progress toward infrastructure development can be monitored by completing the assessment procedures that follow. Monitoring should begin as early as possible and continue until objectives are attained.

In addition, once a long-range plan for infrastructure development (Process Element 10) is in place, process evaluation must be revisited. At this stage, creation of additional customized process indexes is an important task. Some of the process elements and attendant progress indicators needed to monitor progress toward completion of the long-range plan may be similar or identical to those presented in this manual because they relate to similar

program objectives and activities. Where objectives and activities in the long-range plan differ, appropriate new elements and progress indicators should be derived and compiled into process indexes. This will allow continued periodic assessment throughout implementation of the long-range plan.

Eight progress indicators are identified for Process Element 1. These progress indicators describe the broad steps taken to conduct process evaluation. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address actions needed to ensure that each progress indicator is ultimately achieved.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

1

PROGRESS INDICATORS*

Process Element 1: CSHP infrastructure development activities were monitored periodically to determine the degree to which planned objectives were attained.

- 1. The need to use an internal evaluator, an external evaluator, or both was determined and evaluation support was secured.**

The need for an internal evaluator, an external evaluator, or both was determined. One or more process evaluators were appointed from the EA/HA CSHP infrastructure staff; from the evaluation unit staff from the EA, the HA, or both; or from people outside the government.

- 2. Appropriate EA and HA staff and managers developed, reviewed, and approved a process evaluation plan including progress indicators and the type and periodicity of measurements.**

In collaboration with the EA/HA CSHP infrastructure staff, the evaluator prepared an evaluation plan encompassing all essential program objectives. The types of measures used to determine whether objectives had been met were established, as were criteria for success and time intervals for monitoring progress (e.g., semiannually).

Both EA/HA CSHP infrastructure staff and higher-level agency administrators reviewed and tentatively approved the evaluation plan.

- 3. An external panel of experts reviewed the process evaluation plan and the plan was revised.**

An external panel composed of members with expertise in government administration and evaluation of government programs reviewed the process evaluation plan and recommended revisions as needed. Recommended revisions were made and final approval was acquired.

- 4. Adequate personnel, time, and resources for performing process evaluation tasks were allocated.**

Time and other resources needed by EA/HA CSHP infrastructure staff for participation in process evaluation were determined and allocated. Workload adjustments were made to account for the time and effort required.

** The extent to which each progress indicator applies in each EA and HA may vary.*

5. The process evaluation plan was implemented.

Evaluators implemented the approved plan. EA/HA CSHP infrastructure staff collected process evaluation data at specified intervals. Results were compared with established success criteria to determine whether goals and objectives were accomplished and were accomplished on schedule.

6. Semiannual and annual monitoring was performed and reports were prepared to determine the extent of program development.

Process indexes were used to summarize the extent to which goals and objectives were met within specified reporting periods. Evaluators and EA/HA CSHP infrastructure staff prepared a progress report within fifteen days of the end date of each reporting period. Higher-level agency administrators reviewed the reports within fifteen days of receipt.

7. The external panel of experts reviewed process evaluation findings, conclusions, and recommendations.

The panel reviewed progress reports within fifteen days of receipt. They validated process evaluation data and information, results, conclusions, and recommendations.

8. Trends in process elements and progress indicators were monitored and program implementation plans adjusted, as needed, to address unfavorable trends.

When trends unfavorable to completing objectives were observed, the EA/HA CSHP infrastructure staff identified barriers causing these trends. The EA/HA CSHP infrastructure staff adjusted the amount of effort used and strategies needed to achieve objectives, altered the long-range plan to reflect more appropriate objectives, or made a combination of such changes as needed. Problematic objectives were achieved.

1

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 1: CSHP infrastructure development activities were monitored periodically to determine the degree to which planned objectives were attained.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

1

PROCESS INDEX*

ELEMENT 1: PROCESS EVALUATION	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. The need to use an internal evaluator, an external evaluator, or both was determined and evaluation support was secured.	—	—	—	—
2. Appropriate EA and HA staff and managers developed, reviewed, and approved a process evaluation plan including progress indicators and the type and periodicity of measurements.	—	—	—	—
3. An external panel of experts reviewed the process evaluation plan and the plan was revised.	—	—	—	—
4. Adequate personnel, time, and resources for performing process evaluation tasks were allocated.	—	—	—	—
5. The process evaluation plan was implemented.	—	—	—	—
6. Semiannual and annual monitoring was performed and reports were prepared to determine the extent of program development.	—	—	—	—
7. The external panel of experts reviewed process evaluation findings, conclusions, and recommendations.	—	—	—	—
8. Trends in process elements and progress indicators were monitored and program implementation plans adjusted, as needed, to address unfavorable trends.	—	—	—	—
TOTAL SCORE	—	—	—	—

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS

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Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor e) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Availability of defined goals, objectives, and activities
- b. Level of expertise of agency staff
- c. Extent of previous experience of agency staff
- d. Availability of internal consultants, external consultants, or both
- e. Availability of staff time
- f. Level of effort required
- g. Level of priority or perceived importance
- h. Existence of external reporting requirements
- i. Existence of internal reporting requirements
- j. Extent of staff willingness to participate and contribute
- k. Availability of external reviewers
- l. Amount of funding available

Additional factors:

- m. _____
- n. _____
- o. _____
- p. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 1? List them below and explain briefly why each factor was supportive.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 31.*

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 1? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 31.*

1

STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

PROCESS ELEMENT 2: AGENCY COMMITMENT

Organizational commitment, including staff and resources, to initiate and maintain an infrastructure for implementing a CSHP* was secured in all involved agencies.

EAs and HAs each have specific authority and responsibility for establishing policies and programs to prevent health problems among youth. EAs and HAs are encouraged to work together and to apply their collective abilities and resources to help schools implement health policies and programs that are effective and comprehensive. EAs and HAs can strengthen their capacity to work together by establishing an organizational infrastructure that facilitates planning, implementation, and evaluation of activities to help schools implement CSHPs. Both agencies should establish full-time, senior-level positions for CSHPs and should provide adequate support personnel, space, and access to communication and information systems, as well as other appropriate resources.

Nine progress indicators are identified for Process Element 2. These progress indicators describe the broad steps taken to secure commitment, staffing, and resources for development of CSHP infrastructure. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address actions needed to ensure that each progress indicator is ultimately achieved.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

2 PROGRESS INDICATORS*

Process Element 2: Organizational commitment, including staff and resources, to initiate and maintain an infrastructure for implementing a CSHP was secured in all involved agencies.

1. Program authorization was established and maintained at the highest possible level.

Chief education and health officers of both the EA and the HA provided support or formally accepted external support for developing a CSHP infrastructure and establishing senior level positions for EA/HA CSHP infrastructure staff. Chief education and health officers issued statements announcing their personal commitment and that of their agencies to infrastructure development and directing agency personnel to cooperate in implementing CSHP infrastructure.

2. Adequate resources for staffing and other program costs and the authority to disperse external funds were acquired.

Temporary responsibility for program initiation was assigned to existing staff in the EA and the HA, and the authority to expend funds was approved. This situation continued, if external funding was secured, until such funds were received. Permanent

CSHP directors, once hired, had authority to disperse funds.

3. Tasks and time lines were established for the program start-up phase.

EA and HA officials defined tasks involved in program start-up, established time lines, and assigned responsibility for completing the tasks within the designated time lines to interim CSHP directors. This process was complete within three months of the date funding authorization was received.

4. The organizational level of the positions in the EA and HA was established and organizational charts were revised accordingly.

Both the EA and the HA were reorganized, as needed, to accommodate the establishment of new senior-level positions and to ensure that people in these positions could coordinate programmatic activities related to the eight CSHP components. Organizational charts of both agencies reflected responsibilities and lines of authority embodied in these positions.

**The extent to which each progress indicator applies to each EA and HA may vary.*

5. Qualifications for high-level positions were established in both agencies.

Qualifications for the senior-level positions were consistent with responsibilities defined by specific job descriptions. Candidates were committed to child health and school health programs. Candidates had preparation and experience in high-level administration of programs in schools, public health agencies, or other settings, as well as in initiating and managing organizational change.

6. Standard hiring procedures were followed.

EA and HA administrators followed standard procedures to ensure recruitment from the broadest field of applicants, selection of qualified candidates, and fulfillment of all applicable employment regulations. The hiring process was expeditious and was complete within three months of the date funding authorization was received. Successful candidates assumed their responsibilities within six months of the date funding authorization was received.

7. Functional program facilities in both agencies were acquired.

Adequate facilities were provided in both agencies or at a location central to both agencies. The location of the facilities was

conducive to full participation in each agency's activities and to coordination of activities between agencies. Facilities included adequate office and work space and access to conference rooms where large meetings could be held.

8. Functional communication and information technologies were accessed.

EA/HA CSHP infrastructure staff had access to modern communication equipment with connections to E-mail, voice mail, professional bulletin boards, and the Internet. Staff also had access to computer software and hardware to facilitate such activities as desktop publishing; generation of technical documents, including graphs and charts; and data analysis.

9. Essential clerical and other support staff were acquired.

EA/HA CSHP infrastructure staff included qualified clerical and support personnel. Support staff possessed the high level of interpersonal and communication skills needed to interface with the public. General EA and HA professional and support staff in areas such as clerical, public relations and communications, supplies and purchasing, facilities management, printing, and legislative affairs were available to provide consultation and services to CSHP infrastructure staff.

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 2: Organizational commitment, including staff and resources, to initiate and maintain an infrastructure for implementing a CSHP was secured in all involved agencies.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

2

PROCESS INDEX*

ELEMENT 2: AGENCY COMMITMENT	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. Program authorization was established and maintained at the highest possible level.	—	—	—	—
2. Adequate resources for staffing and other program costs and the authority to disperse external funds were acquired.	—	—	—	—
3. Tasks and time lines were established for the program start-up phase.	—	—	—	—
4. The organizational level of the positions in the EA and HA was established and organizational charts were revised accordingly.	—	—	—	—
5. Qualifications for high-level positions were established in both agencies.	—	—	—	—
6. Standard hiring procedures were followed.	—	—	—	—
7. Functional program facilities in both agencies were acquired.	—	—	—	—
8. Functional communication and information technologies were accessed.	—	—	—	—
9. Essential clerical and other support staff were acquired.	—	—	—	—
TOTAL SCORE	—	—	—	—

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor n) could support implementation of this element; conversely, low availability of staff time could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Placement of positions
- b. Status of positions within the agencies
- c. Salary level offered
- d. Specified job requirements or duties
- e. Availability of space and facilities
- f. Purchasing requirements or regulations
- g. Formal hiring procedures
- h. Timing
- i. Stability of political environment
- j. Perceived level of priority
- k. Organizational history
- l. Agency budget regulations
- m. Level of effort required
- n. Availability of staff time

Additional factors:

- o. _____
- p. _____
- q. _____
- r. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 2? List them below and explain briefly why each factor was supportive.

[illegible]

* In the blank, enter the letter or letters corresponding to factors listed on page 41.

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 2? List them below and briefly explain why each factor was a barrier.

[illegible]

* In the blank, enter the letter or letters corresponding to factors listed on page 41.

STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

PROCESS ELEMENT 3: INTERAGENCY AGREEMENT

A plan to coordinate administrative responsibilities and activities between agencies was prepared and implemented.

Implementation of CSHP* infrastructure requires that the CSHP administrative and program staff in the EA and HA (and possibly in other agencies, such as social services or mental health) work collaboratively to plan, develop, implement, and maintain infrastructure supports and aspects of participating agencies related to individual CSHP components. Although the EA and HA have a common interest in the health of children and adolescents, they may not have worked collaboratively on these issues. Furthermore, structural mechanisms, such as organizational identity and climate, administrative structure, funding restrictions, perceived mission, and de facto demarcations of responsibility, may impede collaboration between the two agencies.

Preparation of a formal agreement of understanding between the EA and HA, with an accompanying implementation plan, is an important step toward ensuring interagency

collaboration. The two agencies should jointly prepare the implementation plan and formal agreement of understanding. To establish a collaborative relationship from the inception, CSHP directors (if these positions have been filled) should be closely involved in preparing both the plan and the agreement.

Eight progress indicators are identified for Process Element 3. These progress indicators describe the broad steps taken to ensure collaboration between the EA and HA for development of CSHP infrastructure. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address actions needed to ensure that each progress indicator is ultimately achieved.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

3

PROGRESS INDICATORS*

Process Element 3: A plan to coordinate administrative responsibilities and activities between agencies was prepared and implemented.

1. An interagency committee was established to develop a plan for collaboration.

A joint committee was established to develop (1) a plan for interagency collaboration, (2) operational procedures for conducting deliberations, and (3) a time line for completing the plan. Staff from both the EA and the HA with knowledge of the CSHP components within each agency served on the committee.

2. The interagency committee determined the breadth and scope of responsibilities of both agencies.

The committee studied both the EA and the HA to determine the existence of CSHP components, placement of components within the organizational structure, component funding sources, program characteristics, traditional role, target audience, and other information. The committee used this information combined with information about the overall missions of the EA and

HA to make decisions about ways to share the scope of work and responsibilities of CSHP infrastructure development.

3. The interagency committee identified and reviewed existing statutes and regulations that might govern or create barriers to an interagency relationship.

The committee identified and studied any statutes and regulations that could prevent or restrict the ability of the EA and HA to work together and with other agencies. Statutes and regulations that interfered with interagency collaboration were modified, waived, or eliminated as necessary.

4. The plan was developed and approved.

The plan for interagency collaboration was developed and approved. The plan included specified goals, objectives, tasks, responsibilities, and time lines for facilitating coordination of responsibilities and programs related to CSHP infrastructure within and between the EA and HA.

**The extent to which each progress indicator applies to each EA and HA may vary.*

5. An agreement of understanding to commit both the EA and the HA to the plan was drafted, reviewed, and approved.

The interagency committee drafted an agreement of understanding specifying the processes and procedures for collaborative development of CSHP infrastructure and circulated the plan for review as appropriate. Highest-level leaders of both agencies and their internal advisory groups approved the agreement.

6. All appropriate administrative and program staff within the EA and HA were informed of the interagency agreement and plan.

Chief education and health officers for the agencies publicly endorsed the agreement of understanding. All appropriate agency staff were informed of the interagency agreement, as well as its terms, practical meaning, effects on staff, and potential benefits for children, youth, and families. Additional efforts were undertaken to garner broad-based support for the plan within both agencies.

7. The plan was implemented as designed.

Highest-level leaders signed the agreement of understanding between the EA and HA. The plan was implemented within six months of the date funding was received. Cooperation was ongoing and characterized by frequent and detailed communication among EA/HA CSHP infrastructure staff, planned activities to facilitate collegial relationships, frequent joint working sessions, cooperative decision making, and equally shared representation before the public.

8. EA/HA CSHP directors periodically reviewed and revised the plan, as necessary.

CSHP directors reviewed the plan periodically to determine whether it facilitated interagency cooperation and collaboration in CSHP infrastructure development. CSHP directors recommended changes to the plan, as necessary, to ensure the highest level of cooperation and collaboration.

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 3: A plan to coordinate administrative responsibilities and activities between agencies was prepared and implemented.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

3

PROCESS INDEX*

ELEMENT 3: INTERAGENCY AGREEMENT	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. An interagency committee was established to develop a plan for collaboration.	___	___	___	___
2. The interagency committee determined the breadth and scope of responsibilities of both agencies.	___	___	___	___
3. The interagency committee identified and reviewed existing statutes and regulations that might govern or create barriers to an interagency relationship.	___	___	___	___
4. The plan was developed and approved.	___	___	___	___
5. An agreement of understanding to commit both the EA and HA to the plan was drafted, reviewed, and approved.	___	___	___	___
6. All appropriate administrative and program staff within the EA and HA were informed of the interagency agreement and plan.	___	___	___	___
7. The plan was implemented as designed.	___	___	___	___
8. EA/HA CSHP directors periodically reviewed and revised the plan, as necessary.	___	___	___	___
TOTAL SCORE	___	___	___	___

* The process index is completed at the end of each six-month assessment period.

COORDINATED SCHOOL HEALTH PROGRAM

[illegible]

STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor h) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Level of organizational commitment
- b. Level of staff participation
- c. Interagency history
- d. Prior progress or effort
- e. Priority for high-level administration
- f. Previous precedents
- g. Status of legislation or regulation governing agency functions
- h. Availability of support staff
- i. Availability of resources
- j. Availability of interim funding
- k. Level of knowledge of CSHP
- l. Level of commitment to CSHP
- m. Level of effort required

Additional factors:

- n. _____
- o. _____
- p. _____
- q. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 3? List them below and explain briefly why each factor was supportive.

[illegible]

* In the blank, enter the letter or letters corresponding to factors listed on page 51.

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 3? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 51.*

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

[illegible]

PROCESS ELEMENT 4: NEEDS ASSESSMENT

Assessments were performed to determine the status of combined agency funding and authorization, personnel and organizational placement, resources, and communication, as well as child and adolescent health problems.

Needs assessment is defined as “the process by which a program planner identifies and measures gaps between what is and what ought to be.”* This process element calls for a needs assessment of the four supports that form the CSHP** infrastructure and enable each of the CSHP components to exist and function. Thus, the needs assessment is designed to focus on funding and authorization, personnel and organizational placement, resources, and communication and linkages, along with the attendant subcategories discussed in Part I of this manual. The intent of the needs assessment is to determine the extent to which the four supports of the CSHP infrastructure exist, the processes through which each support functions, and the overall effectiveness of each support.

The needs assessment should address infrastructure supports related to the eight

CSHP components but is not intended to examine program delivery in the eight component areas. Those aspects of the needs assessment that address CSHP components should be designed solely to identify gaps and overlaps in infrastructure supports. Identifying gaps and overlaps will greatly facilitate later planning efforts.

Investigating only infrastructure supports within the eight CSHP components may be too confining and may not lead to identifying all potential aspects of CSHP infrastructure. To ensure that CSHP infrastructure eventually becomes part of the fabric of education, health, and other agencies, those conducting a CSHP needs assessment should attempt to identify threads that will mesh CSHP with other initiatives, some of which may not seem to be related to child health. For example, important potential aspects of CSHP infrastructure such as

* Windsor, R.; T. Baranowski; N. Clark; and G. Cutter. 1994. Evaluation of health promotion, health education, and disease prevention programs. 2nd ed. Mountain View, CA: Mayfield Publishing Co., p. 63.

**The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.

general statutes or policies that require collaboration to improve the status of children and families may serve as a means to draw in agencies besides the EA and HA. Investigating initiatives such as supports for student learning, welfare reform, school to work transition, and use of Medicaid funding may lead to identifying additional mesh points with CSHP.

In addition to guiding planning efforts, development of the needs assessment can serve other purposes. Sharing needs assessment information can help create alliances that further implement CSHP infrastructure and each of the eight CSHP components. Information gained through the needs assessment may help inform stakeholders of the status of the CSHP infrastructure, and may suggest actions they can take to support future efforts toward institutionalizing infrastructure. The needs assessment also may prove useful to other units of government or external groups

concerned with child and adolescent health issues.

Ten progress indicators are identified for Process Element 4. These progress indicators describe the broad steps taken to complete a needs assessment as applied to development of CSHP infrastructure. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify the barriers to overcome. Respondents then address actions to ensure that each progress indicator is ultimately achieved.

NOTE: Preplanning and planning of Process Element 4 should occur in close coordination with preplanning and planning for Process Element 5 (impact evaluation) because some information collected during the needs assessment can serve as baseline data for the impact evaluation.

PROGRESS INDICATORS*

4

Process Element 4: Assessments were performed to determine the status of combined agency funding and authorization, personnel and organizational placement, resources, and communication, as well as child and adolescent health problems in the jurisdiction.

1. The highest level support was secured to conduct a needs assessment.

EA/HA CSHP directors secured approval at the highest levels to ensure cooperation in conducting the needs assessment within participating agencies and to help reduce potential barriers and any potential risks.

2. Financial and human resources were acquired for conducting the needs assessment.

Resources were allocated to conduct the needs assessment, as planned. The needs assessment plan was consistent with the level of resources allocated. The scope of the needs assessment was initially broad and then was scaled back to manageable proportions, as appropriate.

3. A management plan for conducting the needs assessment (including tasks, responsibilities, and time lines) was prepared.

During planning, tasks for achieving objectives of the needs assessment were well defined, specific responsibilities were distributed to staff involved, and time lines were established.

4. Assessment questions were developed based on information needed for making decisions over the project period.

To provide a clear focus, those conducting the needs assessment asked, “What information about the four supports must I have to establish and maintain a CSHP infrastructure?” Needs assessment questions generally asked whether infrastructure supports and subcategories existed, and if so, how the supports functioned and how well they functioned.[†] Some needs assess-

** The extent to which each progress indicator applies in each EA and HA may vary.*

† See Appendix A, page 140, for a list of possible needs assessment questions.

ment questions addressed potential aspects of infrastructure external to the eight CSHP components.

5. A list of potential data sources, including key audiences, was developed and matched to assessment questions.

Needs assessment questions were matched with appropriate data sources (e.g., catalogs, databases, documents, people) to provide answers or indicate where answers may be found.

6. The most efficient methods for gathering required information from each identified data source were determined.

EA/HA CSHP directors and a needs assessment consultant used a multistep process to select the best strategies for data collection (e.g., content analyses of documents, surveys, focus groups, key informant interviews, reviews of existing studies and data sets). The first step was to determine whether assessment questions were discreet, stand-alone items or required answers to multiple subquestions. For the former, multiple assessment questions were included on the same data collection instrument. For the latter, an instrument was developed or an existing instrument was adapted. For either case, CSHP directors and the needs assessment consultant developed multiple data collection instruments to account for all assessment questions. Finally, they developed a matrix to match assessment questions with data sources and data collection methods. This matrix was used to guide development of data collec-

tion instruments. Throughout this process, every effort was made to identify existing information and data sources to minimize the need for collecting new data.

7. Data collection and analysis procedures for the needs assessment were approved and implemented.

CSHP directors and the needs assessment consultant asked higher-level EA and HA officials to review data collection and analysis procedures to ensure that they were fully informed about the procedures. Support for gaining access to important data sources was obtained from higher-level EA and HA officials. Data collection then proceeded according to the management plan for the needs assessment.

8. A draft report of the needs assessment, including findings, conclusions, and recommendations, was prepared.

When data analysis was completed, the CSHP directors and the needs assessment consultant generated a draft report. The draft report was organized to clearly address the assessment questions. Conclusions and recommendations of the report helped to inform decisions about CSHP infrastructure implementation and guided the establishment of priorities over the project period.

9. The draft report was circulated for review and comment.

CSHP directors circulated the draft report for review and comment to ensure that the

needs assessment report addressed all pertinent questions and issues. Revisions were made accordingly.

10. The final report was published and disseminated to multiple target audiences.

After the final needs assessment report was published, CSHP directors gave careful consideration to broad distribution of the report to other units of the EA and HA, other government agencies, and external stakeholders.

4

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 4: Assessments were performed to determine the status of combined agency funding and authorization, personnel and organizational placement, resources, and communication, as well as child and adolescent health problems in the jurisdiction.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

4

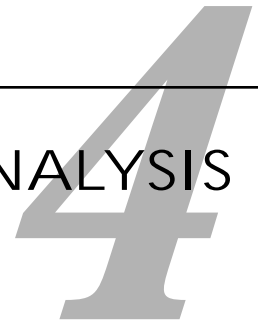
PROCESS INDEX*

ELEMENT 4: NEEDS ASSESSMENT	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. The highest level support was secured to conduct a needs assessment.	—	—	—	—
2. Financial and human resources were acquired for conducting the needs assessment.	—	—	—	—
3. A management plan for conducting the needs assessment (including tasks, responsibilities, and time lines) was prepared.	—	—	—	—
4. Assessment questions were developed based on information needed for making decisions over the project period.	—	—	—	—
5. A list of potential data sources, including key audiences, was developed and matched to assessment questions.	—	—	—	—
6. The most efficient methods for gathering required information from each identified data source were determined.	—	—	—	—
7. Data collection and analysis procedures for the needs assessment were approved and implemented.	—	—	—	—
8. A draft report of the needs assessment, including findings, conclusions, and recommendations, was prepared.	—	—	—	—
9. The draft report was circulated for review and comment.	—	—	—	—
10. The final report was published and disseminated to multiple target audiences.	—	—	—	—
TOTAL SCORE	—	—	—	—

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS



Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor c) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Level of understanding of systematic needs assessment
- b. Level of commitment to systematic needs assessment
- c. Availability of staff
- d. Availability of funding
- e. Amount of previous experience with needs assessment
- f. Level of expertise related to data collection
- g. Access to existing data sources
- h. Access to a needs assessment consultant
- i. Level of concern about potential findings
- j. Organizational implications of conducting a needs assessment
- k. Agency regulations regarding use of consultants
- l. Availability of internal expertise
- m. Level of effort required

Additional factors:

- n. _____
- o. _____
- p. _____
- q. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 4? List them below and explain briefly why each factor was supportive.

[illegible]

* *In the blank, enter the letter or letters corresponding to factors listed on page 63.*

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 4? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 63.*

4

STEP 3: R

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

[illegible]

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

PROCESS ELEMENT 5: IMPACT EVALUATION

Impact measures were monitored to determine the efficacy of the long-range infrastructure plan and activities of the CSHP.*

The ultimate goal or outcome of the CSHP is to improve the health and educational status of children and adolescents. The interim goal or outcome is to develop and implement a CSHP infrastructure that provides the basic system on which the continuance and growth of the larger system depends. Therefore, the effects of this phase of CSHP institutionalization relate to the extent to which the four infrastructure supports and their respective subcategories have been implemented. Examples of the impacts produced by development of a CSHP infrastructure are

- universal use of the CSHP model and language,
- enhanced clarity of overall program focus,
- improved consistency of CSHP initiatives,
- routine cooperation and collaboration between EAs, HAs, and other agencies,
- identification and elimination of gaps and overlaps,
- improved efficiency in the use of resources,

- enhanced involvement of multiple stakeholders,
- well-established advocacy networks,
- expanded availability of CSHP components, and
- greater accessibility of CSHP components.

Eight progress indicators are identified for Process Element 5. The progress indicators describe the broad steps taken to conduct impact evaluation. In this section, respondents rate their level of success in completing each of the progress indicators. For those progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address strategies for overcoming identified barriers so that each progress indicator is ultimately achieved.

NOTE: Preplanning and planning of Process Element 5 should occur in close coordination with preplanning and planning of Process Element 4 (needs assessment) because some of the information collected during the needs assessment can serve as baseline data for impact evaluation.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

5

PROGRESS INDICATORS*

Process Element 5: Impact measures were monitored to determine the efficacy of the long-range infrastructure plan and activities of the CSHP.

- 1. The need for an internal evaluator, an external evaluator, or both was determined and evaluation support was secured.**

EA/HA CSHP directors determined whether to use an internal evaluator, an external evaluator, or both. One or more evaluators were appointed from the EA or HA evaluation unit staff (or from both units) or from people outside the government.

- 2. Appropriate EA and HA staff and managers developed, reviewed, and approved an evaluation plan including design, impact measures, and the time frame for data collection.**

The evaluator prepared an evaluation plan specifying methods for data collection (e.g., content analysis, surveys, interviews, focus groups), data sources (e.g., records, documents, EA and HA staff and coalition members, external key informants), a sampling plan (e.g., the percentage of documents analyzed, the proportion of coalition members interviewed), the variables to

measure (e.g., structural and organizational characteristics, capabilities, attitudes, perceptions, levels of support), and the time frame for data collection. EA/HA CSHP infrastructure staff and higher-level agency officials reviewed and tentatively approved the evaluation plan.

- 3. An external panel of experts reviewed the evaluation plan and the plan was revised as needed.**

An external panel composed of experts in government administration and evaluation of government programs reviewed the impact evaluation plan and recommended revisions as needed. The evaluator made recommended revisions and acquired final approval.

- 4. Adequate personnel, time, and other resources for performing evaluation tasks were allocated.**

CSHP directors determined and provided the time and other resources required to conduct the impact evaluation.

** The extent to which each progress indicator applies in each EA and HA may vary.*

5. Baseline and follow-up measurements were performed and the validity of measures was established.

For the impact evaluation, the evaluator collected baseline data included as part of the needs assessment and comparable follow-up data. The evaluator implemented strategies to ensure that measures were valid.

6. Differences between baseline and follow-up measures were assessed to determine the effectiveness of CSHP infrastructure implementation.

Analysis and comparison of baseline and follow-up measures established the extent to which intended impacts were attained.*

7. The external panel of experts reviewed the documented evaluation results.

The evaluator prepared an impact evaluation report, including findings and conclusions, for review and approval by the external panel of experts. After review, EA and HA officials approved the report for dissemination.

8. Evaluation results were disseminated to stakeholders and incorporated into future plans for developing CSHP infrastructure.

CSHP directors disseminated the evaluation report for study within the EA and HA, other appropriate agencies, and the CSHP coalition. Report findings were used to determine whether CSHP infrastructure was institutionalized and to inform future program goals, plans, and activities.

** See Appendix B, page 144, for a listing of possible impact measures.*

5

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 5: Impact measures were monitored to determine the efficacy of the long-range infrastructure plan and activities of the CSHP.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

5

PROCESS INDEX*

ELEMENT 5: IMPACT EVALUATION	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. The need for an internal evaluator, an external evaluator, or both was determined and evaluation support was secured.	—		—	—
2. Appropriate EA and HA staff and managers developed, reviewed, and approved an evaluation plan including design, impact measures, and the time frame for data collection.	—	—	—	—
3. An external panel of experts reviewed the evaluation plan and the plan was revised as needed.	—	—	—	—
4. Adequate personnel, time, and other resources for performing evaluation tasks were allocated.	—	—	—	—
5. Baseline and follow-up measurements were performed and the validity of measures was established.	—	—	—	—
6. Differences between baseline and follow-up measures were assessed to determine the effectiveness of CSHP infrastructure implementation.	—	—	—	—
7. The external panel of experts reviewed the documented evaluation results.	—	—	—	—
8. Evaluation results were disseminated to stakeholders and incorporated into future plans for developing CSHP infrastructure.	—	—	—	—
TOTAL SCORE	—	—	—	

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor g) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Extent to which an overall goal is defined
- b. Quality of program objectives
- c. Extent to which intended impact measures are defined
- d. Level of expertise available
- e. Extent of previous experience within agency staff
- f. Availability of internal consultants, external consultants, or both
- g. Availability of staff time
- h. Level of effort required
- i. Level of priority or perceived importance
- j. Existence of external reporting requirements
- k. Existence of internal reporting requirements
- l. Extent of staff willingness to participate and contribute
- m. Availability of external reviewers
- n. Amount of funding available
- o. Agency regulations regarding use of contractors

Additional factors:

- p. _____
- q. _____
- r. _____
- s. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 5? List them below and explain briefly why each factor was supportive.

[illegible]

* *In the blank, enter the letter or letters corresponding to factors listed on page 73.*

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 5? List them below and briefly explain why each factor was a barrier.

[illegible]

* In the blank, enter the letter or letters corresponding to factors listed on page 73.

5 STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.